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ABSTRACT

This paper demonstrates how a well-conceived conceptual framework developed and supported by the University of Wisconsin Oshkosh College of Education and Human Services became a catalyst for significant change in teacher education. It begins by examining catalysts for change, then describes the university's conceptual framework, which works to prepare educators who are caring, intellectual visionaries. The university discovered that its conceptual framework became a catalyst for change in the teacher education program. The change can be seen in efforts toward politically and publicly driven external standards alignment, internal curricular alignment, coordination of supervision of field experiences, and development of performance-based assessment systems. The conceptual framework has also been a central force in other college-wide efforts, including visioning and priority setting; reworking the tenure, promotion, and merit processes; and grounding the rationale for external grant and research proposals. The appendixes include a model for preparation of educators; a conceptual model; the college's course proposal addendum; the college's student teacher supervisor report form; a student teacher/intern evaluation form; mid-term ratings for fall 2000; eligibility standards; a portfolio ratings sheet; and an admissions summary sheet. (Contains 17 references.) (SM)

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Educators as Caring Intellectuals:
Rediscovering the Conceptual Framework as Catalyst for Change

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Catalysts for Change

> The conceptual framework establishes the shared vision for a unit's effort in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service and unit accountability. The conceptual framework is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission and continuously evaluated (NCATE, 2001, p. 10).

As described in the recently published *Professional Standards for the Accreditation of Schools, Colleges and Departments of Education* (NCATE, 2001), the question that most teacher education programs need to ask is not why should the conceptual framework be used as a catalyst for change, but instead is why shouldn't the conceptual framework be used as a catalyst for change? If it truly is knowledge-based, articulated, shared, coherent, consistent and continuously reevaluated; why shouldn't it be the primary tool by which programs set priorities, make decisions and produce changes? If it truly does establish a shared vision and provide direction, shouldn't it be the primary force by which the components of a teacher education program are brought together in a way that works best for the faculty, staff, students and stakeholders? One has to conclude that this was at the heart of the intent of NCATE in moving the status of the conceptual framework from a specific standard to a mandatory foundation. In our own state, the value in doing this was also echoed in the new program approval requirements designed by the Wisconsin Department of Public Instruction (2000).

It should not be surprising given the academy's historical traditions and the current political climate; however, that many times the value of the conceptual framework is marginalized. Rooted in a tradition of academic freedom and faculty governance, cohesion and continuity within and across programs can be difficult. In acknowledging individual rights and program autonomy, what role does a conceptual framework play in making decisions about classes, courses and programs? What happens if it is ignored in the decision-making of individual instructors or academic departments? Certainly one can see its importance as college-wide decisions are made, but can it enter and influence the conversations before they reach the college-wide level? This longstanding inherent problem can only be addressed if that conceptual framework has been

developed by a consensus-building process that honors the voices of faculty and staff in a way that convinces them that they share in the ownership of that model.

Increasingly though it is not the historical traditions of the academy which seem to lead to the marginalizing of the conceptual framework, but the increasing political climate in which teacher education programs are operating. As higher education generally and teacher education programs specifically face increased public and political pressures, a strong internal conceptual framework often becomes subservient to stronger external pressures as we respond to and try to appease outside constituency groups. When the standards of any professional preparation program become subject to ever changing public whims and prevailing political winds, an internally-driven conceptual framework is held hostage. Programs quickly move to a reactive mode to address the external concerns. As a rationale, however, response to external concerns very rarely leads to the shared ownership that a conceptual framework built through consensus results in. Without that, one has to question the quality of the changes that might result from assuming this reactive position. Perhaps knowing that the standards of teacher education programs are subject to these ever changing public and political forces is the best reason why a more stable conceptual framework should always be the primary catalyst for quality change.

The Conceptual Framework: The Product

The University of Wisconsin Oshkosh College of Education and Human Services (COEHS) is a community of inquirers working collaboratively to make living a humane and hopeful experience for all who share the spirit of humanity. Our ultimate purpose is to prepare educators who are caring intellectual visionaries. The model for our conceptual framework for the preparation of educators communicates the dynamic relationships of the complex knowledge that grounds such preparation (See Appendix 1). The "Educator as Caring Intellectual" is grounded in the work of two educators. The caring aspect of the model is influenced by the work of Noddings (1984) and reflected in the work of others (Eaker-Rich & Van Galen, 1996). Noddings (1995) reminded us that education from the caring perspective included four key components: modeling, dialogue, practice and confirmation. The intellectual aspect of the model is grounded in the tradition of Dewey (1916, 1938) but most influenced by the more recent work of Giroux (1988).

His work suggested that teachers should "become transformative intellectuals if they are to educate students to be active critical citizens (p.127)."

The dual aspects of this model seemed responsive to many forces -- some external and others internal -- sometimes bridging ideas, expectations and constituencies which can be contrary. It places a strong value on issues relating to appreciation and understanding inclusion and diversity (Garcia, 1991; Timm, 1996); however it also acknowledges the public and political concerns about content and subject knowledge (Carnegie Task force on Teaching as a Profession, 1986; Hirsch, 1996; Rativich, 1995). It addresses the pressures that changing demographics have placed on increased attention to affective needs of faculty, staff, candidates and students while reminding us to attend to cognitive, academic and scholarly needs of individuals. In essence the model has helped us to see the connection between these often unconnected issues. It creates a vision of how best to reconcile issues which often conflict.

The **Educator as Caring Intellectual** conceptual framework is designed with three interrelated circles depicting the critical knowledge of the COEHS preparation programs: knowledge of **culture**, **content** and **learning**. The relationships between the critical knowledge concepts lead to an understanding of new concepts. Knowledge of culture and learning leads to an understanding of **diversity** (Gollnick & Chinn, 1997, Skrtic, 1995, Sleeter & Grant, 1999). Knowledge of content and learning leads to an understanding of **pedagogy** (Schulman, 1987). Knowledge of culture and content leads to an understanding of **curriculum** (Apple & Beane, 1995). Encompassing the interrelated circles of knowledge and understanding are four educator characteristics which the COEHS seeks to nurture as outcomes from its programs: **lifelong learner, change agent, reflective professional,** and **skillful practitioner.**

The Conceptual Framework: The Process

The amount of time, energy and resources invested in the development of a shared conceptual framework through a consensus-building process would seem to suggest that it should not be quickly abandoned just because program review is not on the radar screen. In the case of the COEHS, the consensus building process began in January 1995. After eighteen months, the conceptual framework was shared publicly in a polished form. Its origins began in the small

faculty-led discussion groups which asked the question, "What must all children know and be able to do in order to lead quality lives as adults in the 21st century?" Those conversations continued at the COEHS Curriculum Committee meetings and at COEHS college-wide faculty meetings throughout the semester leading to the identification of five critical descriptors for teachers: knowledgeable, caring, reflective, intellectually vital, skillful and open-minded.

With these descriptors in mind, faculty met to conceive of a visual model for representing these ideas. An additional semester of discussion and design lead to the presentation of a formal model for faculty approval in May 1996. Once approved by the faculty, the model was presented publicly for comment by constituencies in the field. Sixty-three cooperating teachers, graduates and/or prospective employers attended a day of discussion providing input which was used to shape the final form of the model. The model was then presented to candidates in a variety of forums. This input became an additional tool for adjusting the model and revising its language. Finally the model was shared extensively with other school and community audiences.

This extensive process had as its end result a conceptual framework which had significant faculty ownership and approval from significant stakeholders. It was sensitive of and responsive to the complex local factors which influence the teacher preparation program of the COEHS. It deserves to be the central catalyst for priority-setting, decision-making and change within the COEHS. Externally-driven standards, guidelines and procedures often emerge locally without significant faculty ownership and approval of significant local stakeholders. They are limited by their very nature to be sensitive of and responsive to the complexities of the local contexts in which teacher preparation program exits. Such standards deserve conversation, critical review and consideration; however, but when they become the central catalyst for change, one has to wonder what their lasting impact will truly be?

External Expectations Alignment

Clearly, there are an increasing number of external groups which have decided to impose their expectations on teacher education programs. In some cases those expectations seem reasonable. The decision to seek outside accreditation from an accrediting agency such as NCATE places the first set of external standards on our program. But even without that decision,

our teacher education program is subject to a review and approval process by the Wisconsin Department of Public Instruction. Recently approved standards from the state place a second set of external standards on our program. Learned societies ranging from the Council for Exceptional Children to the International Reading Association have now developed additional standards to address the discipline specific elements within broad-based programs and discipline specific graduate programs. These provide a third set of multiple standards imposing their expectations on our programs. As teacher education continues to receive increase scrutiny from outside forces, standards for programs seem to be emerging also from less than reasonable sources including conservative policy think tanks, business forums and labor unions.

There is no question that the exclusive use of external standards for local teacher education programs is problematic. Most local programs have very little voice in the development or approval of external standards. Without such involvement, most external sets of standards are less responsive to the unique nature of local programs. This may be particularly true of external standards which are driven by political forces. Local programs governed by external forces subject to the winds of political change may find themselves unable to become grounded in a widely-shared vision that can be responsive to local needs and sustained over time. On the other hand the development of a conceptual framework in which ownership has been promoted locally has the potential to provide a firmer foundation upon which to build and improve local programs.

In our college, the conceptual framework becomes the foundation by which to consider externally driven standards. We start with what we believe, have developed and are committed to in discussing the merits of external sets of standards. Using an overworking matrix, our college initially analyzes such sets of standards by aligning them to our conceptual framework. Some have argued that such alignment is almost always possible, but for our college it helps us look critically at these external forces. While such standards may cause us to reconsider and reexamine what we are doing leading to positive changes; they do not lead to automatic change and adaptation. For example, in aligning our conceptual framework with the recently approved Wisconsin Standards for Teaching, we discovered that the state standards place a heavy emphasis on what our college has identified as the "skillful practitioner" aspect of our model. The state standards marginalize other aspects of our framework which we considered important (Appendix 2). One aspect of our

model -- change agent -- serves as an example of how politically-controlled external standards may actually be contrary to the goals of a local teacher education program. When the agenda of such external forces is to marginalize the voices of those with whom they are trying to control, local teacher education programs may not see what they have determined as critical outcomes valued by such outside groups. Our college would argue, however, that should be the last reason to abandon that critical aspect of the model. Commitment to the conceptual framework may be the best way to stay focused on what is really important in local programs and the only way to deal with the ever-growing list of demands from outside forces.

Internal Curricular Alignment

It becomes increasingly challenging for a single IHE to offer a cohesive, coordinated array of programs the greater the number of offerings made available to students. In our college, the challenge of cohesion occurred in two ways. First, the primary Professional Education Program offers degrees and licensure for early childhood, elementary, secondary, dual and special education majors for preservice teacher candidates. It is a program that is shared by five academic departments. Different departments are responsible for the course offerings in the program. Without a conceptual framework that is shared by those departments, the possibility of fostering cohesion within a program becomes a greater challenge. Secondly, our college offers additional graduate programs in counseling, reading, curriculum and instruction, professional leadership and special education housed almost exclusively within separate academic departments. Allowing each of those programs to maintain unique identities from one another is critical, but a shared conceptual framework precludes such a wide spread of identities that virtually shuts down college-wide conversations.

The conceptual framework, while not intended to impinge on academic freedom, needed to become a catalyst for curriculum development and improvement in individual courses and programs to provide cohesion within programs and between programs. The governance of curriculum is a faculty prerogative. Structurally curricular change is governed by departments and the college curriculum committee. The college curriculum committee realized the importance of using the conceptual framework as a means for guiding college-wide conversations and decisions

about curricular changes, but the college had not operationalized the framework as a part of the process. The committee worked to develop a conceptual framework review form as a part of the curriculum approval process (Appendix 3). This review form asked all faculty members and/or departments to consider how the proposed curricular initiative addressed the conceptual framework. The form was attached to all proposals to guide the approval process at the college level.

Besides accomplishing the intent of providing enhanced cohesion and continuity for the internal alignment of curriculum, the addition of this review form enhanced the visibility and understanding of the framework by the faculty, staff, students and administrators involved in the curriculum process. In addition, the college now can examine how to coordinate this type of operationalized review with a similar process for coordinating curricular changes with the program and college-wide assessment plan.

Coordination of Supervision

Unfortunately the status of supervision within many college programs is still in need of a significant upgrade. In our own college, the placement of 700 students in field experiences ranging from clinical situations to internships, requires the coordinated effort of 30 supervisors and even more local school district educators as cooperating teachers. The effort to coordinate this vast undertaking has often suffered somewhat by the shear number of people involved. Over time, it should not have surprised us that individuals developed their own systems for supervision -- different sets of expectations, techniques for observations, forms for evaluations, etc. But as the college moves to embrace a more performance-based system of assessment to document what it is our candidates know, are able to do and believe, their performances in the field are the best evidence for us to use to inform our thinking as we evaluate and improve our programs.

Our college needed to take two critical steps to improve the coordination of our efforts to supervise students in the field. The conceptual framework became a catalyst for making those changes. First we needed to coordinate a more cohesive vision for field experiences. In orienting and advising supervisors and cooperating teachers, the conceptual framework became the primary starting point for the conversations the college had with the growing number of individuals

assisting with this aspect of our program. The conceptual framework was integrated into information and materials disseminated to supervisors and cooperating teachers.

Secondly, we needed to coordinate the actual effort of supervisors. The college determined that one way we could make progress toward that goal was to begin to examine the forms that supervisors were using. It seemed like the natural first step was to align supervision forms as a way of focusing on the outcomes identified within the conceptual framework. The first attempt was made with the open-ended evaluation form used in clinical experiences for elementary preservice teachers enrolled in a learning community block linking three methods courses with a field experience. The change was relatively simple. It meant including a concrete reminder about the critical aspects of the conceptual framework on the observation form (Appendix 4). A more extensive change was made on the form used to supervise student teachers. A prescriptive form was reworked to align and adjust existing language with the language of the conceptual framework. Students would be rated as "in progress", "meets expectations" and "exceeds expectations" in specific performance behaviors within each aspect of the conceptual framework (Appendix 5). The college continues the efforts to bring other forms and procedures used in supervision of field experiences into further alignment with the conceptual framework.

Once again, the college has discovered a significant advantage in coordinating the effort by aligning supervision forms with the conceptual model. The forms now lend themselves to a more efficient process for aggregating data from candidates' field experiences. For example by collecting student teaching supervision forms at the midpoint of the candidate's initial experience, baseline data can be aggregated. The college can note which behaviors within the conceptual framework reveal the greatest percentage of "in progress" and "meets expectation" ratings. These can be rank and over time with additional data can begin to reveal patterns to use in analyzing and improving the program (Appendix 6). Additional collection of data at other points during the student teaching experiences allows the college to further analyze this final field experience and the improvements candidates make over time.

Development of Candidate Performance Assessment

There is no question that the shift away from input models of accountability for teacher education programs has placed a new focus on performance assessment measures as a way of

demonstrating what candidates truly know, are able to do and believe about teaching. For our college, critical assessment points -- Admission I, Admission II and Graduation -- have been primarily defined by input measures. The decision to move our college in a new direction toward performance-based measures required a radical shift in our thinking and our actions. The conceptual framework again became the primary catalyst for beginning this critical conversation. The college began by analyzing its existing Admission I requirements. The college felt that the candidates should have a general understanding of what it means to be a caring intellectual. It became clear that the Admission I process was and should be initially focused on three aspects of the conceptual framework: candidates' content knowledge, themselves as learners and their commitment to lifelong learning. Beginning levels of understanding related to diversity, culture, curriculum, pedagogy and learning -- five additional aspects of the conceptual framework -- would be reasonable outcomes toward the end of the Admission I process.

An Admission I Task Force began to design a portfolio process with evidence for candidates to use as part of a more performance-based admission process. In the first part of the process, these would initially include the use of external input measures (PPST scores for basic competencies) and internal input measures (general education grade point average), but also signature pieces requiring student performance. These included a reflection on the general education experience, personal statement, letters of recommendation and a professional interview with teams of faculty members who had reviewed the portfolio (Appendix 7). These forms of evidence were designed with accompanied rubrics for rating the pieces.

In the second part of the process, candidates add one more internal input measure (professional gateway course grade) and two additional performance measures (reflection on professional education experience and documentation of human relations code completion). These were rated. Ratings were compiled and used in an overall ranking of students for admission into the program (Appendix 8). The college continues to refine this process as it expands its efforts. The college has established additional task forces to consider how to reform the Admission II process used to admit students into student teaching and the program exit requirements.

This effort has had two additional benefits for the college. First, the overall process and the subsequent product has further enhanced the visibility of the conceptual framework as means

for discussing our candidates, their performances and what it means for our programs. Secondly, it provided another means for collecting, aggregating and analyzing data about our program and our candidates (Appendix 9). This becomes another way for us to inform our thinking for program improvement.

Final Thoughts

In a time in which many teacher education programs find themselves with an increasing number of external pressures, it is hard to resist the temptation to react in a somewhat knee-jerk fashion just to placate those many critical voices. What we have tried to illustrate in this paper is the rationale for avoiding that temptation. We have tried to demonstrate how a well-conceived conceptual framework developed and supported by a college becomes the most useful catalyst for significant change in a local teacher education program. We have discovered that our conceptual framework committed to developing educators as caring intellectuals has become a catalyst for change in our teacher education program. That change can be seen in efforts toward politically and publicly-driven external standards alignments, internal curricular alignment, coordination of supervision of field experiences and development of performance-based assessment systems. The conceptual framework has also been a central force in other college-wide efforts including visioning and priority setting; reworking the tenure, renewal, promotion and merit processes; and grounding the rationale for external grant and research proposals. Once a local teacher education program has a clear sense of its identity, goals and beliefs; the reasons, rationale and paths for change also become clear. The conceptual framework needs to be the catalyst that makes that possible.

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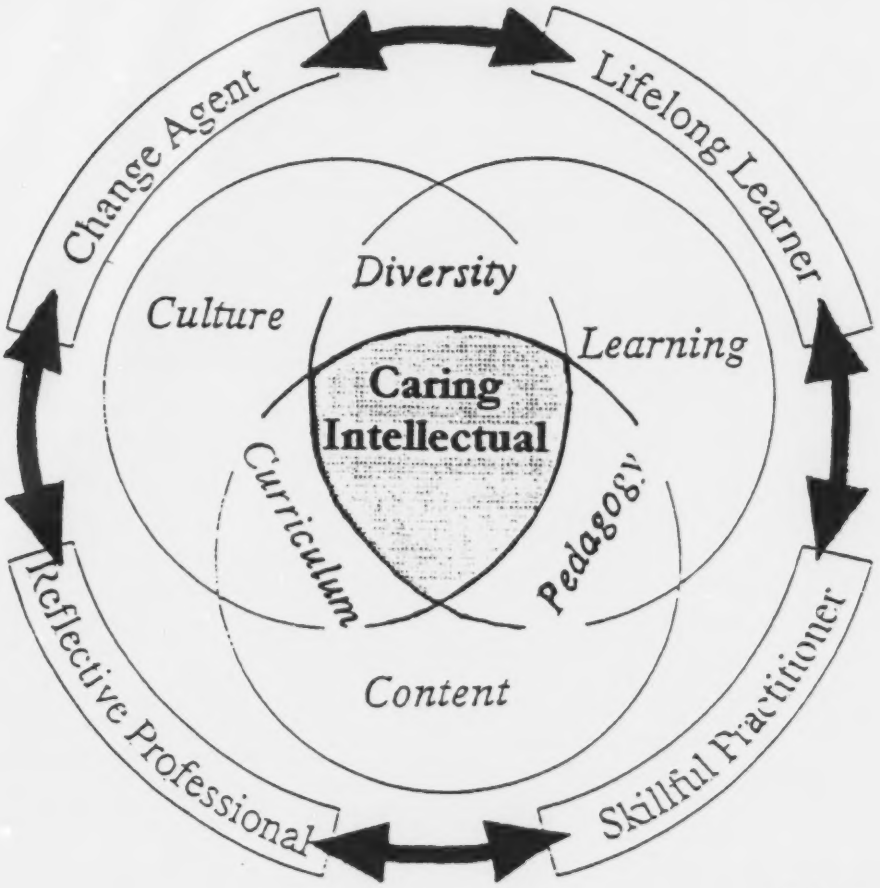
Model for Preparation of Educators



Educator as
Caring Intellectual

CARING means more than being nice to others. A *caring* educator is one who can understand the perspective of the *cared-for--the "other"*. A *caring act* involves stepping out of one's own personal frame of reference into the other's. When we care, we consider the other's point of view, the other's objective needs, and what the other expects of us. We act (or sometimes must choose not to act) so as to promote the well-being of the other.

INTELLECTUAL does not mean "brainy" or "ivory-towered". Educators, as *transformative intellectuals*, are thinking men and women with a special dedication to the values of the intellect and the enhancement of the critical powers of the young. They take active responsibility for raising serious questions about what they teach, how they are to teach, and what the larger goals are for which they are striving.

CULTURE refers to ideals for conduct that are passed from one generation to another within an identifiable group--the collective perceptions, beliefs, knowledge, customs, skills, arts, technologies, language and values. Culture sets standards and determines our views about social relationships. It strongly influences not only *what* we learn but also *how* we learn.

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CONTENT refers to subject matter knowledge. Educators must be knowledgeable about a range of content and must also understand and appreciate the content likely to be part of their curriculum in order to skillfully focus simultaneously on content, teaching strategies, and students, while planning for teaching, during teaching, and during reflection after teaching.

LEARNING occurs when experience causes a relatively permanent change in an individual's knowledge and/or behavior. It can result from the association of events, changes in antecedents and/or consequences, cognitive processes, modeling and observations. Learning is often facilitated by a supportive environment in which students interact.

DIVERSITY creates a rich mosaic of the human community. Educators need accurate and authentic understanding of diverse groups. A willingness to critically analyze stereotypes, preconceptions, and prejudices directed at diverse groups and to appreciate and value diversity is needed, also, to promote effective and empathetic social interaction.

CURRICULUM represents the knowledge and the learning environment which teachers and students together experience as they interact and attend to skills, understandings, appreciations, analyses and critical thinking about what is being studied. Educators must strive to produce curriculum that is democratic, fair, just, visionary, and reality based, so as to enhance the likelihood of academic and social success by all student learners.

PEDAGOGY includes the dialogues and/or activities a teacher might initiate with a class to bring about student learning, effectively designed to accomplish the objective desired--whether it be conceptual development, skill learning, or habits of reasoning and critical reflection.

LIFELONG LEARNERS find pleasure in discovering new ideas, exploring issues and problems, developing hypotheses, evaluating conjectures, and creating connections. The educator who values lifelong learning recognizes that societal survival is dependent upon the ability and inclination of students to learn, to contribute, and to celebrate in ways that are life sustaining. Thus, effective educators model and motivate lifelong learning for students.

AS A CHANGE AGENT, an educator is committed to a vision of education that strives for a democratic society in which exceptionality, social class, race, ethnicity, and gender are included and affirmed in all realms of social and political life. This vision transforms curriculum and teaching practice in order to reflect democracy.

REFLECTIVE PROFESSIONALS are continually striving to improve their understanding of the form and function of an educator, and to develop mastery over the theory and knowledge of their field in order to resolve problems that arise in practice. A reflective professional shares learning with and learns from colleagues and students. A reflective professional is guided by an ethical practice which is often grounded in a formal code.

SKILLFUL PRACTITIONERS assess how individual students learn and develop and translate that information into instructional approaches that are adapted to fit the needs of diverse learners, while maintaining an inquiring mind and being open to innovation and new ideas. Skillful practitioners attend not only to students' academic needs but also to social and emotional needs. They create a learning environment that encourages positive social interaction, active engagement in learning, and self motivation.

Conceptual Model

(Alignment with *Wisconsin Standards for Teacher Development and Licensure*)

Content

#1 Teachers know the subjects they are teaching

Learning

#2 Teachers know how children grow
#3 Teachers understand that children learn differently

Curriculum

#7 Teachers are able to plan different kinds of lessons

Pedagogy

#4 Teachers know how to teach
#7 Teachers are able to plan different kinds of lessons

Culture

#10 Teachers are connected with other teachers and the community

Diversity

#3 Teachers understand that children learn differently

Skillful Practitioner

#4 Teachers know how to teach
#5 Teachers know how to manage a classroom
#6 Teachers communicate well
#7 Teachers are able to plan different kinds of lessons
#8 Teachers know how to test for student progress

Reflective Professional

#9 Teachers are able to evaluate themselves

Lifelong Learner

#9 Teachers are able to evaluate themselves
#10 Teachers are connected with other teachers and the community

Change Agent

#10 Teachers are connected with other teachers and the community

College Of Education And Human Services Course Proposal Addendum

Course Number _____
Course Title _____

U W Oshkosh Catalog Course Description

Directions: This form should be used for all proposed regular, trial, service courses, and major revisions of existing courses including changes in course credit hours and substantive content revisions. Check each of the elements of the COEHS Conceptual Model that are directly related and substantially developed by the course. For each element checked, describe related course content and/or instructional activities.

- ❑ **CARING** (a *caring* educator is one who can understand the perspective of the *cared-for-the "other."* A *caring act* involves stepping out of one's own personal frame of reference into the other's)

Comments:

- ❑ **Intellectual** (dedication to the values of the intellect and the enhancement of the critical powers of the young; take active responsibility for raising serious questions about what they teach, how they are to teach, and what the larger goals are for which they are striving.)

Comments:

- ❑ **Culture** (the collective perceptions, beliefs, knowledge, customs, skills, arts, technologies, language and values within an identifiable group; influences not only *what* we learn but also *how* we learn.)

Comments:

- ❑ **Content** (subject matter knowledge)

Comments:

- ❑ **Learning** (the association of events, changes in antecedents and/or consequences, cognitive processes, modeling and observations causing a change in knowledge and/or behavior.)

Comments:

- ❑ **Diversity** (accurate and authentic understanding of diverse groups; a willingness to critically analyze stereotypes, preconceptions, and prejudices directed at diverse groups, and to promote effective and empathetic social interaction.)

Comments:

- **Curriculum** (the learning environment which teachers and students together experience as they interact and attend to skills, understandings, appreciations, analyses and critical thinking about what is being studied.)

Comments:

- **Pedagogy** (the dialogues and/or activities a teacher might initiate with a class to bring about student learning)

Comments:

- **Lifelong Learners** (pleasure in discovering new ideas, exploring issues and problems, developing hypotheses, evaluating conjectures, and creating connections; recognizes that societal survival is dependent upon the ability and inclination of students to learn, to contribute, and to celebrate in ways that are life sustaining.)

Comments:

- **Change Agent** (committed to a vision of education that strives for a democratic society in which exceptionality, social class, race, ethnicity and gender are included and affirmed in all realms of social and political life.)

Comments:

- **Reflective Professionals** (striving to improve their understanding of an educator, and to develop mastery over the theory and knowledge of their field in order to resolve problems that arise in practice; guided by an ethical practice which is often grounded in a formal code)

Comments:

- **Skillful Practitioners** (assess how individual students learn, develop, and translate information into instructional approaches that are adapted to fit the needs of diverse learners, while maintaining an inquiring mind and being open to innovation and new ideas)

Comments:

Additional comments on issues related to the alignment of the course with the conceptual framework?

COLLEGE OF EDUCATION AND HUMAN SERVICES
CLINICAL EXPERIENCE IN TEACHING
UNIVERSITY SUPERVISOR'S REPORT

Student's Name _____ Term and Year _____

Supervising Teacher _____ Grade Level _____

School and City _____ Subjects _____

Briefly describe the setting and the student's clinical experience _____

✓Number of P-12 students in the setting _____

✓Diversity profile of the setting (consider students with linguistic, racial, economic, and cultural differences, as well as students with exceptional needs; comment on special programs and other characteristics of the setting):

_____

Please comment on any evidence of impact on P-12 students' learning, growth, or achievement:

Do you recommend this student for admission to student teaching? Yes ☐ No ☐

If no, please explain:

If possible, please comment on this student's potential to pursue an internship.

_____
University supervisor's signature Date

_____ _____
Type or print student's name *I have read this evaluation & discussed it with my supervisor*
Student's signature

___ Y ___ N I hereby authorize the release of this evaluation to future cooperating teachers with whom I will be student teaching. I understand that checking "no" will not affect me adversely.

Evaluation

As you evaluate the student's clinical performance, consider the following aspects of the COEHS Conceptual Framework:

❑ Caring	❑ Culture	❑ Content	❑ Curriculum	❑ Reflective Professional	❑ Lifelong Learner
❑ Intellectual	❑ Diversity	❑ Learning	❑ Pedagogy	❑ Skillful Practitioner	❑ Change Agent

STUDENT TEACHER/INTERN EVALUATION FORM

7/00

College of Education and Human Services
UNIVERSITY OF WISCONSIN OSHKOSH

Student's Name _____ Grade/Subject _____

School _____ City _____

Cooperating Teacher _____ Dates of placement _____

Briefly describe the setting and the nature of the student's student teaching/interning experience.

IMPORTANT! THIS IS A NEW AND REVISED EVALUATION INSTRUMENT.
This evaluation is to be completed independently by student, cooperating teacher and supervisor mid-way through the placement - around 5 weeks for a 9-week placement. At the exit triad meeting, please revisit this form to note growth and areas needing further development. **Signatures are required**. This form will be retained in the student's cumulative folder. The student teacher may request a copy. Student teachers handling their own credentials may include this form in their credentials.

***PLEASE USE THE FOLLOWING SCALE TO ASSESS THE PRE-SERVICE TEACHER:**
IP in progress **ME** meets expectations **EE** exceeds expectations **N/A** not applicable

PEDAGOGY & LEARNING [Council for Exceptional Children [CEC] Competencies: (1) Instructional Content and Practice, (2) Planning and Managing the Teaching and Learning Environment, (3) Characteristics of Learners]	Mid-term	Final
a. demonstrates knowledge of the learning processes (theoretical understandings)	____	____
b. designs learning activities appropriate to learners' abilities	____	____
c. implements an appropriate variety of learning activities	____	____
d. assesses learning activities to demonstrate changes in learners' knowledge and behaviors	____	____

COMMENTS:

CONTENT [CEC: (1) Instructional Content and Practice]

a. demonstrates knowledge of the specific content area ____ ____

b. demonstrates a general range of knowledge in other content areas ____ ____

c. focuses simultaneously on content, teaching strategies and students ____ ____

COMMENTS:

CURRICULUM [CEC: (1) Instructional Content and Practice]

a. demonstrates knowledge of appropriate curricular standards, models and theories ____ ____

b. designs curricular units that are visionary, relevant and democratic ____ ____

c. implements curricular units in a fair and just manner ____ ____

d. assesses curricular units to demonstrate academic and social success by all learners ____ ____

COMMENTS:

DIVERSITY/CULTURE [CEC: (1) Philosophical, Historical and Legal Foundations of Special Education, (2) Characteristics of Learners, (3) Planning and Managing the Teaching and Learning Environment]

a. demonstrates an understanding and appreciation of diverse cultural groups ____ ____

b. plans and implements instruction which is sensitive to the affects of culture on students and the diverse needs of students ____ ____

c. teaches in ways that promote empathy for other persons, regardless of their sex, race, place of origin, age, socioeconomic status, or physical or mental health ____ ____

COMMENTS:

LIFELONG LEARNER [CEC: (1) Professionalism and Ethical Practices]

a. models and motivates lifelong learning for students ____ ____

b. demonstrates an enthusiasm for teaching ____ ____

c. maintains an inquiring mind open to innovations and new ideas ____ ____

COMMENTS:

CHANGE AGENT [CEC: (1) Professionalism and Ethical Practices, (2) Communication and Collaborative Partnerships]

a. advocates for a vision of education that strives for a democratic society ____ ____

COMMENTS:

SKILLFUL PRACTITIONER [CEC: (1) Assessment, Diagnosis and Evaluation, (2) Instructional Content and Practice, (3) Planning and Managing the Teaching and Learning Environment, (4) Managing Student Behavior and Social Interaction Skills, (5) Communication and Collaborative Partnerships]

a. demonstrates appropriate oral and written communication skills ____ ____

b. maintains an effective and supportive learning environment that encourages positive social interaction ____ ____

c. teaches in a manner that actively engages students in their own learning ____ ____

d. attends to individual students' academic, social and emotional needs ____ ____

e. effectively uses a classroom management model to ensure a productive learning environment for all students ____ ____

COMMENTS:

CARING [CEC: (1) Planning and Managing the Teaching and Learning Environment, (2) Communication and Collaborative Partnerships, (3) Professionalism and Ethical Practices]

a. demonstrates cooperative nature and is dependable ____ ____

COMMENTS:

BEST COPY AVAILABLE

REFLECTIVE PROFESSIONAL [CEC: (1) Philosophical, Historical and Legal Foundations of Special Education, (2) Professionalism and Ethical Practices]

a. strives to improve their understandings of theory and knowledge in order to resolve problems that arise in practice ____ ____

b. shares their learning with and learns from colleagues and students in a collaborative fashion ____ ____

c. behaves in an ethical manner ____ ____

d. engages in a professional manner, e.g., is punctual, enthusiastic, confident and dependable ____ ____

COMMENTS:

OVERALL SUMMATIVE COMMENTS ABOUT STUDENT/PLACEMENT:

SIGNATURES:

Student Teacher/Intern Signature Date

Cooperating Teacher Signature Date

University Supervisor Signature Date

Mid-term "In-progress" Ratings
Fall 2000

1. CURRICULUM (d): Assesses curricular units to demonstrate academic and social success by all learners (28%)

2. SKILLFUL PRACTITIONER (e): Effectively uses a classroom management model to ensure a productive learning environment for all students (19%)

2. CURRICULUM (b): Designs curricular units that are visionary, relevant and democratic (19%)

4. PEDAGOGY & LEARNING (b): Designs learning activities appropriate to learners' abilities (16%)

4. SKILLFUL PRACTITIONER (a): Demonstrates appropriate oral and written communication (16%)

6. PEDAGOGY & LEARNING (d): Assesses learning activities to demonstrate changes in learners' knowledge and behaviors (13%)

6. CURRICULUM (a): Demonstrates knowledge of appropriate curricular standards, models and theories (13%)

6. CURRICULUM (c): Implements curricular units in a fair and just manner (13%)

6. SKILLFUL PRACTITIONER (c): Teaches in a manner that actively engages students in their own learning (13%)

10. SKILLFUL PRACTITIONER (b): Maintains an effective and supportive learning environment that encourages positive social interaction (12%)

10. SKILLFUL PRACTITIONER (d): Attends to individual students' academic, social and emotional needs (12%)

10. PEDAGOGY & LEARNING (c): Implements an appropriate variety of learning activities (12%)

10. REFLECTIVE PROFESSIONAL (a): Strives to improve their understandings of theory and knowledge in order to resolve problems that arise in practice (12%)

Final "In-progress" Ratings
Fall 2000

No areas greater than 4%

STEP ONE: Deadline February 15, 2001

TO BE ELIGIBLE FOR CONSIDERATION, the candidate must have these minimum requirements by February 15, 2001:

_____ **Submit a copy of scores on the Preprofessional Skills Test (PPST)**

_____ **Submit a Disclosure Statement**

_____ **Submit a receipt for the Criminal Background Check**

_____ **Complete the** *Admission I Application* **indicating a licensure area (ivory form in this package). Admission will be made to specific licensure areas. Any changes in major or minor will require a new application to the Professional Education Program.**

This application and supporting materials must be turned into the Professional Education Program office by February 15, 2001. The PEP office will review these materials and return them to you with an information summary sheet.

The PEP Office will also check to verify that you have completed these additional eligibility requirements:

_____ **Completed a minimum of 40 credits**

_____ **Have earned a cumulative GPA of 2.75**

_____ **Earned a grade of C or better in 96-111 Fundamentals of Speech**

_____ **Have a clear TB test on file at the Health Center (Radford)**

Once these materials have been returned to you by the PEP Office, please slip the application form behind the clear plastic cover on the front of your portfolio.

The summary sheet and supporting documents should be placed behind ***TAB ONE: "Eligibility Requirements"*** *in your portfolio.*

STEP TWO: Deadline March 9, 2001

Having documented the minimum requirements for eligibility, you must begin to prepare additional evidence in your portfolio to submit for review.

Remember...

- ✔**Your portfolio must contain the evidence defined in this packet of information.**
- ✔**Your portfolio evidence will be reviewed by a faculty team and judged according to the standards defined by the rubrics included in this packet.**
- ✔ **You will also be asked to discuss the evidence in your portfolio during an oral interview which will be conducted and judged by a faculty team as further evidence of your preparedness to enter the Professional Education Program.**

At this point, your portfolio must contain the following evidence:

_____ **1. Letter of Recommendation (General Education Instructor)**

This letter should be placed behind ***TAB TWO: "Letter of Recommendation: General Education Instructor"*** *in your portfolio*

_____ **2. Letter of Recommendation (Other Significant Adult Recommendation)**

This letter should be placed behind ***TAB THREE: "Letter of Recommendation: Other Significant Adult"*** *in your portfolio*

[Note: If you have NOT secured letters of recommendation prior to the start of this course, you should use the PINK forms included in this packet. If you have secured letters of recommendation prior to the start of this course, you may include them. You do NOT have to have your writers complete the new forms.]

_____ **3. Evidence that you understand subject area CONTENT**

_____ **Compute your General Education grade point average as per the directions on the green** *General Education GPA* **computation sheet.**

_____ **Select an assignment completed in one of your subject area courses (e.g., general education courses) according to the guidelines on the green sheet "***Reflection on General Education Experience***"**

_____ **Prepare a reflective statement as described on the green sheet "***Reflection on General Education Experience***"**

This evidence should be placed behind ***TAB FOUR: "General Education Experience"*** *in your portfolio.*

_____ **4. Evidence that you understand REFLECTIVE PROFESSIONAL and LIFELONG LEARNER**

_____ **Prepare a Professional Student Statement as described on the purple sheet** *"Personal Statement"*

This evidence should be placed behind ***TAB FIVE: "Personal Statement"*** *in your portfolio.*

_____ **5. Schedule an oral presentation of your portfolio evidence as described on the goldenrod sheet** *"Oral Presentation of Portfolio"*

Prepare the ***Oral Presentation of Portfolio (Summary of Candidate's Rating and Faculty Feedback)*** *goldenrod sheet included in this packet by filling out the top part of the form and placing it behind* ***TAB SIX: "Interview"*** *in your portfolio.*

STEP THREE: Deadline May 4, 2001

It is your responsibility to complete your portfolio according to the guidelines defined in this packet.

Remember...

✔Submit it for final review to the Professional Education Program office by May 4, 2001.

✔NOT COMPLETING THESE ITEMS WILL AFFECT YOUR RELATIVE STANDING IN THE ADMISSION I PROCESS.

✔THIS COULD RESULT IN YOU BEING DENIED ADMISSION INTO THE PROFESSIONAL EDUCATION PROGRAM.

The following items must be contained in your final portfolio to complete your application to be considered for Admission I :

_____ 1. Evidence that you have potential to become an educator who is a caring intellectual (generally addressing issues related to LEARNING, CURRICULUM and PEDAGOGY)

_____ Select an assignment completed in your professional course according to guidelines on the blue sheet *Reflection on Professional Education Experience*

_____ Prepare a reflective statement as described on the blue sheet *Reflection on Professional Education Experience*

_____ Prepare a self-evaluation of the reflective statement based on the rubric included in this packet of information. Clearly identify your rating for the reflective statement.

This evidence should be placed behind ***TAB SEVEN: "Professional Education Experience"*** *in your portfolio.*

_____ **2. Evidence that you are developing understanding of issues related to CULTURE and DIVERSITY**

[Note: Students who have previously completed the human relations code requirements should include comparable documenting evidence.]

_____ **Submit evidence of completion of a minimum of 25 hours for the ethnicity part of the human relations code requirements (as described in the directions on the ivory color *Human Relations* sheets.)**

_____ **Complete your written reflection on the experience(s) as described in the directions on the ivory *Human Relations* sheets.**

_____ **Submit evidence of a written plan for completing of the remaining hours of the human relations code requirements (25 hours working with individuals with disabilities) as described in the directions on the ivory color *Human Relations* sheets.**

*This evidence should be placed behind **TAB EIGHT: "Human Relations"** in your portfolio.*

*You may create an additional **"Other Evidence"** placed behind **TAB NINE** in your portfolio. Please note that while this evidence may be reviewed, it will not be rated and/or judged.*

[Goldenrod S2001]

Rubric for Oral Presentation of Portfolio

The oral presentation should allow candidates to demonstrate their skills and abilities in three areas:

1. The substance of their thinking regarding the conceptual model.
2. Their skills in communicating their ideas clearly and completely.
3. Their poise, demeanor, and physical presence as professionals-to-be.

Presentations rated as a 3 should encompass:

1. Candidate revealed significant, reflective thoughts to illustrate an understanding of learning, knowledge of content, a commitment to lifelong learning, issues related to diversity and culture and educator as caring intellectual.
2. Candidate clearly and completely explained all ideas using examples from the portfolio and clearly and completely responded to questions regarding the portfolio and conceptual model.
3. Candidate demonstrated appropriate poise and demeanor during the presentation.

Presentations rated as a 2 should encompass:

1. Candidate revealed some thinking to illustrate an understanding of learning, knowledge of content, a commitment to lifelong learning, issues related to diversity and culture and educator as caring intellectual.
2. Candidate was somewhat clear in explaining all ideas using examples from the portfolio or very clearly explained only some of the ideas with examples. Candidate was able to respond clearly to some questions regarding the portfolio and conceptual model.
3. Candidate demonstrated adequate poise and demeanor during the presentation.

Presentations rated as a 1 should encompass:

1. Candidate revealed little thinking to illustrate an understanding of learning, knowledge of content, a commitment to lifelong learning, issues related to diversity and culture and educator as caring intellectual.
2. Candidate was unclear in explaining ideas and using examples from the portfolio and in responding to questions regarding the portfolio and conceptual model.
3. Candidate demonstrated little or no poise and appropriate demeanor during the presentation.

Portfolio Ratings Sheet (Fall 2000)

Name of Student: _____

Program Area: _____

Faculty Review Team: _____

Interview Date: _____

Required Two Letters of Recommendation _____ Yes _____ No

Admission I: Overall Evaluation (Midterm)			
	Points	**Points**	**Points**
Avg PPST Score = _____ **Written Test Scores** **Computer Based Scores**	**1** **(Below 174)** **(Below 319)**	**2** **(174-177)** **(319-322)**	**3** **(178 and higher)** **(323 and higher)**
General Education GPA	**1** **(2.50-2.75)** **4** **(3.26-3.50)**	**2** **(2.76-3.00)** **5** **(3.51-3.75)**	**3** **(3.01-3.25)** **6** **(3.76-4.00)**
Reflection of Gen. Ed. Exp.	**1**	**2**	**3**
Personal Statement	**1**	**2**	**3**
Oral Presentation of Portfolio	**1**	**2**	**3**
Overall:	**18 Total Possible Points: _____** **Ranking:_____**		
Admission I: Overall Evaluation (Final)			
Professional Course Grade/Avg:	**1** **C/BC**	**2** **B**	**3** **A/AB**
Reflection on Prof. Exp:	**1**	**2**	**3**
Human Relations Code	**12 hours completed:_____** **Plan submitted: _____**		
Overall:	**24 Total possible points:_____** **Ranking Adjustment: _____**		

Use the back of this sheet if you have comments

ADMISSION I
Fall 2000
STATISTICAL SUMMARY

Sudents by major

Secondary

Major	Avg. Gen. Ed. GPA	# Admitted	Avg. Total Pts.	M	F	# Denied	Avg. Ttl Pts.
Art PK-12	3.13	4	18.6	-	4	-	
Broadfield Natural Science 6-12	3.43	7	21.5	3	4	-	
Broadfield Social Science 6-12	3.62	11	18.4	6	5	4	13.0
English 6-12	2.93	14	19.8	2	12	-	
Math 6-12	3.43	4	21.5	1	3	-	
Music PK-12	2.78	1	19.0	1	-	-	
Phy Ed PK-12	2.92	18	18.2	8	10	2	17.7
Foreign Language 6-12/PK-12	3.40	5	21.7	1	4	2	15.0
Total Secondary	3.20 Avg	64	19.8	22	42	8	15.2

Special Education		# Admitted		M	F		
Special Education – Cross Categorical							
Total – Special Education		20		1	19	-	

DUAL PK-3/PK-6		# Admitted		M	F		
Dual PK-3		9			9		
Dual 1-6		8			8		
Total		17		-	17		

ELEMENTARY PK-3; PK-6; 1-6; 1-8	Avg Gen Ed GPA	# Admitted	Avg. Total Pts.	M	F	# Denied	Avg Ttl Pts
Elem. PK-3/PK-6	3.17	13	19.4	-	13	-	-
Elem 1-6/1-8	3.06	39	19.3	14	25	2	12.2
Total	3.11 Avg	52	19.3	14	38	2	12.2

SUMMARY TOTAL

		# Admitted		M	F	# Denied	
Totals		153		37	116	10	

Ethnic Diversity: Hispanic – 2
Native American - 2

Portfolio Ratings Sheet (Fall 2000)

Name of Student: N = 143

Program Area: _____

Faculty Review Team: _____

Interview Date: _____

Required Two Letters of Recommendation _____ **Yes** _____ **No**

Admission I: Overall Evaluation (Midterm)			
	Points	**Points**	**Points**
Avg PPST Score = _____ **Written Test Scores** **Computer Based Scores**	0% 1 **(Below 174)** **(Below 319)**	10% 2 **(174-177)** **(319-322)**	89% 3 **(178 and higher)** **(323 and higher)**
General Education GPA 3%	15% 1 **(2.50-2.75)** 17% 4 **(3.26-3.50)**	27% 2 **(2.76-3.00)** 13% 5 **(3.51-3.75)**	18% 3 **(3.01-3.25)** 6% 6 **(3.76-4.00)**
Reflection of Gen. Ed. Exp. 2%	5% 1	38% 2	55% 3
Personal Statement	3% 1	35% 2	63% 3
Oral Presentation of Portfolio 1%	4% 1	33% 2	55% 3
Overall:	**18 Total Possible Points: _____** **Ranking:_____**		
Admission I: Overall Evaluation (Final)			
Professional Course Grade/Avg:	3% 1 **C/BC**	11% 2 **B**	80% 3 **A/AB**
Reflection on Prof. Exp: 6%	1% 1	10% 2	84% 3
Human Relations Code	**12 hours completed:_____** **Plan submitted: _____**		
Overall:	**24 Total possible points:_____** **Ranking Adjustment: _____**		

Use the back of this sheet if you have comments